



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11391365
SAU: Raymond School Department
School: Jordan-Small Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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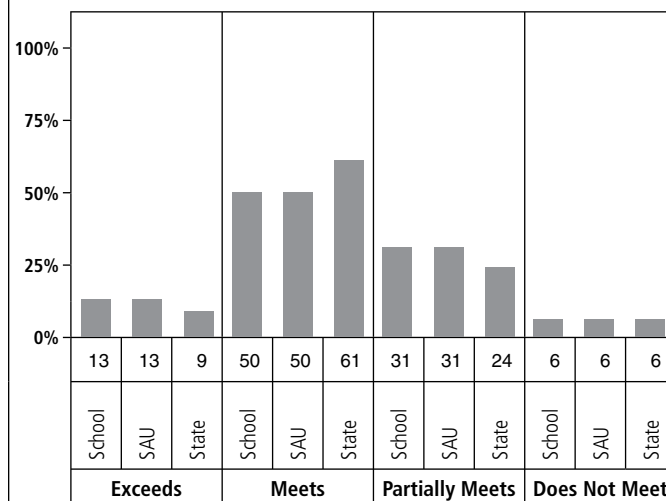
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 6
 SAU: Raymond School Department
 School: Jordan-Small Middle School

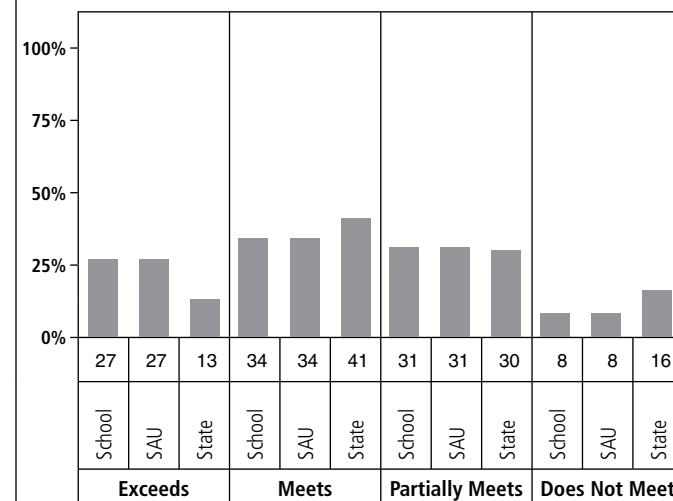
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	641	640	646
2007–2008	641	642	648
2008–2009	646	646	647
Cum. Avg.*	643	643	647
Mathematics			
2006–2007	636	636	643
2007–2008	646	646	642
2008–2009	648	648	643
Cum. Avg.*	643	643	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 6
 SAU: Raymond School Department
 School: Jordan-Small Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	64	100	14251	100	63	100	63	100	14150	99	63	100	63	100	14156	100						
Ethnicity African American/Black	1	2	1	2	421	3	1	100	1	100	412	98	1	100	1	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	1	2	1	2	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	1	2	1	2	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	61	95	61	95	13309	93	60	100	60	100	13224	100	60	100	60	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	20	13	20	2468	17	13	100	13	100	2423	99	13	100	13	100	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	12	19	12	19	5780	41	11	100	11	100	5724	99	11	100	11	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	51	80	51	80	11369	80	51	80	51	80	11373	80						
Identified disability (PET/IEP)	1	2	1	2	355	3	1	2	1	2	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	11	17	11	17	2594	18	11	17	11	17	2605	18						
Identified disability (PET/IEP)	11	100	11	100	1881	73	11	100	11	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	1	2	1	2	187	1	1	2	1	2	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	1	2	1	2	26	0	1	2	1	2	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	1	2	1	2	1132	8
	2007-2008	0	0	0	0	1817	13
	2008-2009	8	13	8	13	1309	9
	Cum. Total*	9	5	9	5	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	31	49	31	48	8127	57
	2007-2008	21	51	22	52	8072	57
	2008-2009	31	50	31	50	8564	61
	Cum. Total*	83	50	84	50	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	20	32	21	33	3549	25
	2007-2008	14	34	14	33	3194	23
	2008-2009	19	31	19	31	3291	24
	Cum. Total*	53	32	54	32	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	11	17	11	17	1478	10
	2007-2008	6	15	6	14	981	7
	2008-2009	4	6	4	6	799	6
	Cum. Total*	21	13	21	13	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.6	58.2	32.6	58.2	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.0	60.0	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.6	57.2	20.6	57.2	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	8	13	31	50	19	31	4	6	646	62	13	50	31	6	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	59	8	14	30	51	17	29	4	7	646	59	14	51	29	7	646	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	9	75	2	17	635	12	0	8	75	17	635	2236	1	30	48	22	637
No	50	8	16	30	60	10	20	2	4	648	50	16	60	20	4	648	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	62	8	13	31	50	19	31	4	6	646	62	13	50	31	6	646	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	11	0	0	4	36	6	55	1	9	638	11	0	36	55	9	638	5617	4	54	33	9	643
No	51	8	16	27	53	13	25	3	6	648	51	16	53	25	6	648	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	62	8	13	31	50	19	31	4	6	646	62	13	50	31	6	646	13959	9	61	24	6	647
Gender																						
Female	39	8	21	17	44	11	28	3	8	648	39	21	44	28	8	648	6743	13	63	20	4	649
Male	23	0	0	14	61	8	35	1	4	642	23	0	61	35	4	642	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	62	8	13	31	50	19	31	4	6	646	62	13	50	31	6	646	12555	10	64	21	5	648
Gifted/talented program																						
Yes	3										3						636	39	59	2	0	659
No	59	6	10	30	51	19	32	4	7	645	59	10	51	32	7	645	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	50	1	50	632	3	0	0	50	50	632	6	5	47	32	16	642
B. less than one hour	74	4	9	25	54	15	33	2	4	646	74	9	54	33	4	646	59	9	62	24	5	647
C. one to two hours	21	4	31	5	38	3	23	1	8	647	21	31	38	23	8	647	32	11	64	21	4	648
D. more than two hours	2	0	0	1	100	0	0	0	0	652	2	0	100	0	0	652	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	5	21	14	58	5	21	0	0	652	39	21	58	21	0	652	31	17	66	14	3	651
B. good	41	3	12	13	52	8	32	1	4	646	41	12	52	32	4	646	48	8	64	23	5	647
C. fair	16	0	0	4	40	3	30	3	30	635	16	0	40	30	30	635	18	2	48	40	10	641
D. poor	3	0	0	0	0	2	100	0	0	637	3	0	0	100	0	637	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	3	18	11	65	3	18	0	0	650	27	18	65	18	0	650	38	13	65	18	3	650
B. They match some of what I have learned.	60	5	14	16	43	12	32	4	11	644	60	14	43	32	11	644	49	8	63	24	5	647
C. They match just a little of what I have learned.	11	0	0	4	57	3	43	0	0	646	11	0	57	43	0	646	10	5	48	36	11	642
D. There is no match.	2	0	0	0	0	1	100	0	0	638	2	0	0	100	0	638	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	1	13	4	50	2	25	1	13	643	13	13	50	25	13	643	16	7	52	30	11	644
B. about the same as my regular schoolwork	69	4	9	22	51	14	33	3	7	645	69	9	51	33	7	645	66	10	64	22	4	648
C. easier than my regular schoolwork	18	3	27	5	45	3	27	0	0	652	18	27	45	27	0	652	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	0	0	3	60	2	40	632	8	0	0	60	40	632	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	49	3	10	15	50	11	37	1	3	643	49	10	50	37	3	643	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	43	5	19	15	58	5	19	1	4	651	43	19	58	19	4	651	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	26	5	31	6	38	4	25	1	6	648	26	31	38	25	6	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	68	3	7	23	55	14	33	2	5	646	68	7	55	33	5	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	2	50	1	25	1	25	642	6	0	50	25	25	642	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	21	2	15	9	69	2	15	0	0	652	21	15	69	15	0	652	23	15	65	16	4	650
B. 20 minutes to an hour	48	5	17	17	57	7	23	1	3	648	48	17	57	23	3	648	49	10	64	22	4	648
C. less than 20 minutes	6	1	25	2	50	0	0	1	25	651	6	25	50	0	25	651	11	6	58	29	7	645
D. I rarely read at home.	24	0	0	3	20	10	67	2	13	635	24	0	20	67	13	635	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	5	8	5	8	2092	15
	2007-2008	5	12	5	12	1474	10
	2008-2009	17	27	17	27	1807	13
	Cum. Total*	27	16	27	16	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	15	24	15	23	5731	40
	2007-2008	20	49	21	50	6008	43
	2008-2009	21	34	21	34	5662	41
	Cum. Total*	56	34	57	34	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	27	43	27	42	4175	29
	2007-2008	13	32	13	31	4244	30
	2008-2009	19	31	19	31	4219	30
	Cum. Total*	59	36	59	35	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	16	25	17	27	2308	16
	2007-2008	3	7	3	7	2346	17
	2008-2009	5	8	5	8	2290	16
	Cum. Total*	24	14	25	15	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	34.0	60.7	34.0	60.7	30.6	54.6
A. Number	18	32	12.1	67.2	12.1	67.2	10.3	57.2
B. Data	12	21	7.0	58.3	7.0	58.3	6.6	55.0
C. Geometry	14	25	8.1	57.9	8.1	57.9	7.3	52.1
D. Algebra	12	21	6.8	56.7	6.8	56.7	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	17	27	21	34	19	31	5	8	648	62	27	34	31	8	648	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	59	17	29	21	36	16	27	5	8	648	59	29	36	27	8	648	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	3	25	1	8	4	33	4	33	636	12	25	8	33	33	636	2248	3	18	33	46	629
No	50	14	28	20	40	15	30	1	2	651	50	28	40	30	2	651	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	62	17	27	21	34	19	31	5	8	648	62	27	34	31	8	648	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	11	1	9	2	18	6	55	2	18	633	11	9	18	55	18	633	5620	6	33	37	25	637
No	51	16	31	19	37	13	25	3	6	651	51	31	37	25	6	651	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	62	17	27	21	34	19	31	5	8	648	62	27	34	31	8	648	13974	13	41	30	16	643
Gender																						
Female	39	11	28	12	31	11	28	5	13	647	39	28	31	28	13	647	6738	12	40	32	16	642
Male	23	6	26	9	39	8	35	0	0	650	23	26	39	35	0	650	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	62	17	27	21	34	19	31	5	8	648	62	27	34	31	8	648	12568	14	42	29	15	644
Gifted/talented program																						
Yes	3										3						637	65	32	3	0	665
No	59	15	25	20	34	19	32	5	8	647	59	25	34	32	8	647	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%		%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	2	100	0	0	631	3	0	0	100	0	631	6	7	32	28	32	636
B. less than one hour	74	12	26	17	37	13	28	4	9	648	74	26	37	28	9	648	59	13	41	30	16	643
C. one to two hours	21	5	38	3	23	4	31	1	8	650	21	38	23	31	8	650	32	14	41	31	14	644
D. more than two hours	2	0	0	1	100	0	0	0	0	654	2	0	100	0	0	654	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	9	47	7	37	2	11	1	5	657	31	47	37	11	5	657	30	27	45	18	9	651
B. good	44	6	22	10	37	8	30	3	11	645	44	22	37	30	11	645	46	9	45	31	15	643
C. fair	21	2	15	3	23	7	54	1	8	642	21	15	23	54	8	642	20	2	29	43	26	635
D. poor	5	0	0	1	33	2	67	0	0	639	5	0	33	67	0	639	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	11	42	9	35	6	23	0	0	654	42	42	35	23	0	654	35	18	42	27	13	646
B. They match some of what I have learned.	50	5	16	11	35	10	32	5	16	643	50	16	35	32	16	643	50	11	43	31	15	643
C. They match just a little of what I have learned.	6	1	25	1	25	2	50	0	0	650	6	25	25	50	0	650	13	8	31	36	26	638
D. There is no match.	2	0	0	0	0	1	100	0	0	640	2	0	0	100	0	640	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	19	4	33	5	42	3	25	0	0	653	19	33	42	25	0	653	32	7	40	34	20	640
B. about the same as my regular schoolwork	58	6	17	11	31	14	39	5	14	642	58	17	31	39	14	642	56	13	42	30	15	644
C. easier than my regular schoolwork	23	7	50	5	36	2	14	0	0	659	23	50	36	14	0	659	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	23	4	29	5	36	3	21	2	14	648	23	29	36	21	14	648	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	75	12	26	16	35	15	33	3	7	647	75	26	35	33	7	647	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	100	0	0	0	0	0	0	670	2	100	0	0	0	670	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	0	0	2	67	1	33	629	5	0	0	67	33	629	6	8	29	29	34	635
B. 30–45 minutes	10	0	0	1	17	5	83	0	0	637	10	0	17	83	0	637	33	10	37	34	19	641
C. 45–60 minutes	16	1	10	2	20	5	50	2	20	637	16	10	20	50	20	637	45	15	44	29	12	645
D. more than 60 minutes	69	16	37	18	42	7	16	2	5	653	69	37	42	16	5	653	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	15	3	33	2	22	3	33	1	11	646	15	33	22	33	11	646	9	14	35	29	22	641
B. two or three days a week	58	10	28	12	33	11	31	3	8	648	58	28	33	31	8	648	26	15	40	30	16	644
C. two or three times each month	26	4	25	6	38	5	31	1	6	648	26	25	38	31	6	648	31	13	43	30	14	644
D. never or almost never	2	0	0	1	100	0	0	0	0	648	2	0	100	0	0	648	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	2	10	8	38	8	38	3	14	641	35	10	38	38	14	641	17	8	35	33	24	639
B. two or three days a week	32	5	26	4	21	8	42	2	11	645	32	26	21	42	11	645	28	13	42	30	15	643
C. two or three times each month	27	7	44	7	44	2	13	0	0	657	27	44	44	13	0	657	31	15	43	30	13	645
D. never or almost never	7	3	75	1	25	0	0	0	0	664	7	75	25	0	0	664	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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